

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

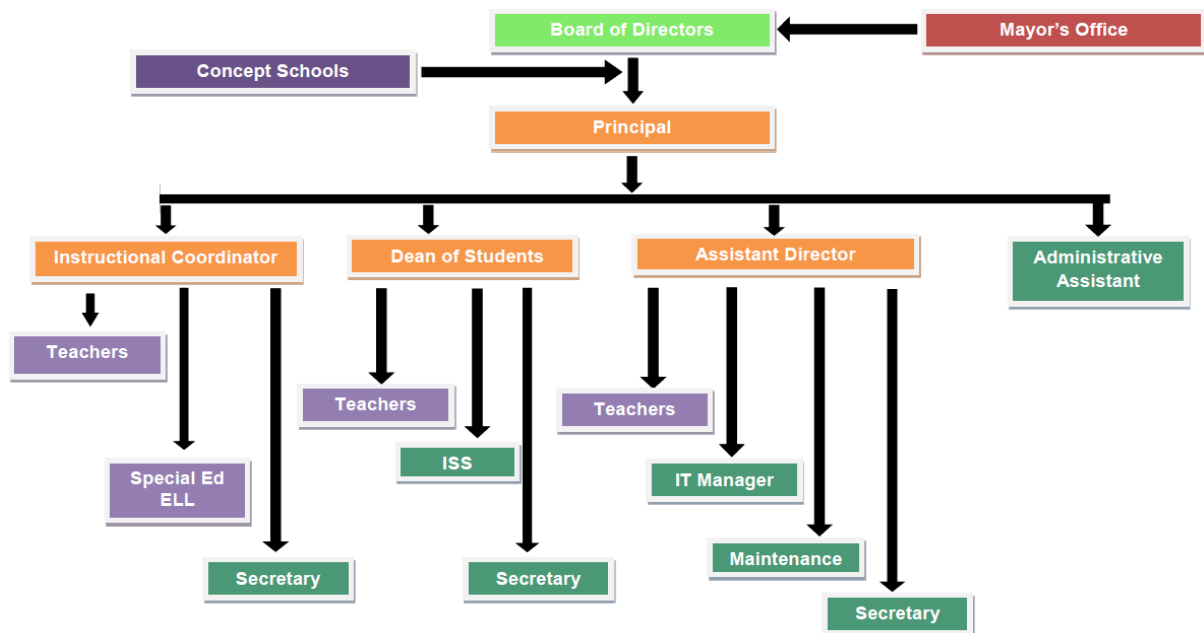
| 3.1. Is the school leader strong in his or her academic and organizational leadership? | | | | | | | |
|--|--|---------------|--|---------------|---------------|----------------|---------------|
| Indicator Targets | Does not meet standard | | The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | |
| | Approaching standard | | The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | |
| | Meets standard | | The school leader complies with and presents no concerns in the sub-indicators below. | | | | |
| | Exceeds standard | | The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | |
| 3.1 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| | MS | MS | MS | MS | MS | MS | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Demonstration of sufficient academic and leadership experience | | | | | | MS |
| | Leadership stability in key administrative positions | | | | | | MS |
| | Communication with internal and external stakeholders | | | | | | MS |
| | Clarity of roles among schools and staff | | | | | | MS |
| | Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner | | | | | | AS |
| | Consistency in providing information to and consulting with the schools' board of directors | | | | | | AS |

Indiana Math and Science Academy South (IMSA South) contracts with Concept Schools, a charter management organization serving 30 schools in the Midwest, three of which are located in Indianapolis. As part of the school leadership team, Concept Schools provides regional support in the areas of leadership coaching, academics, operations, and finances through a Superintendent, treasurer, instructional coordinators, and finance staff. The 2015-2016 school year was the first year for the School Director, who previously worked as the Director of a Chicago-based school within the network.

In order to allow the School Director to focus mostly on internal communications and operations, including supervision and evaluation of the educational programs and staff, the Superintendent managed the majority of policy oversight and external communications. Specifically, the Superintendent operated as the liaison between IMSA South and the board of directors and Board Chair, Concept Schools, the Mayor's Office (OEI), and community partners. The Superintendent also effectively integrated the Director into conversations with the board, OEI and other stakeholders and allowed the Director to contribute his expertise as the individual who manages the day-to-day of the school. As part of a multi-state network of charter schools, IMSA South was able to leverage its relationship with other Concept Schools across the Midwest to engage in professional development and best practice sharing.

Organizational Chart

IMSA South Organizational Chart



Concept Schools utilizes an extensive system of data analysis and provided IMSA South with tools and training to systematically collect and analyze student data to set goals and inform academic programming. Throughout the year, IMSA South had access to real-time data for a variety of school performance metrics, including academic, enrollment, attendance, discipline, etc. While the school was able to quickly access this data, the school struggled to adequately perform root-cause analyses when concerns arose. This was particularly the case when enrollment and academic data declined between the 2014-2015 and 2015-2016 school year. The school leadership team was actively engaged in addressing the issues, but was unable to identify systemic interventions to solve them over a sustained period of time.

The Superintendent and School Director attended all board meetings and provided reports that included information about school events, enrollment, finances, and staffing. However, there was no formal mechanism for reporting academic data or progress throughout the year, making it difficult to proactively monitor and address concerns with student performance.

Overall, the school and network leadership were consistently effective in their organizational and academic oversight and receive a **Meets Standard** for this indicator.

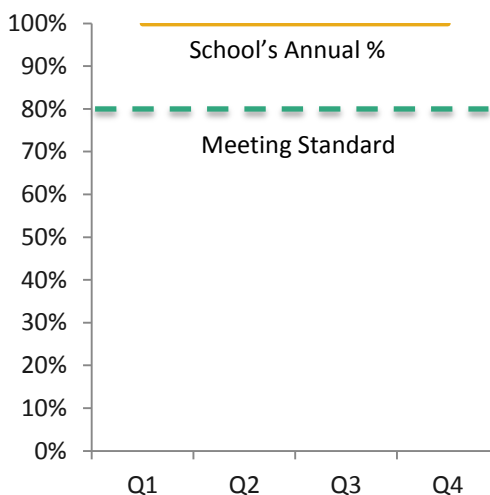
| 3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? | | | | | | | |
|--|---|---|---------------|---------------|---------------|----------------|---------------|
| Indicator Targets | Does not meet standard | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | | |
| | Approaching standard | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | | |
| | Meets standard | The school complies with and presents no concerns in the sub-indicators below. | | | | | |
| | Exceeds standard | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | | |
| 3.2 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| | MS | MS | MS | DNMS | AS | MS | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation | | | | | | ES |
| | Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws | | | | | | MS |
| | Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations | | | | | | MS |
| | Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines | | | | | | MS |

During the 2015-2016 school year, the School Director was primarily responsible for submitting compliance documents to the Mayor's Office (OEI) and the Indiana Department of Education (IDOE). Throughout the year, the school submitted 100% of required documents and reports either on time or early.

IMSA South maintained compliance with all material sections of its charter and submitted amendments as necessary. School and network leaders attended all scheduled meetings and were actively engaged. Based on the factors outlined above, IMSA South receives a **Meets Standard** on this indicator.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and

On-Time Compliance Reporting Percentage (3.2a)



| | | | | | | | |
|------------------------------|---|---|-------------|------------|------------|------------|------------|
| Indicator Targets | Does not meet standard | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address | | | | | |
| | Approaching standard | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan | | | | | |
| | Meets standard | The school complies with and presents no concerns in the sub-indicators below. | | | | | |
| | Exceeds standard | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | | |
| 3.3 Rating | Yea | Yea | Year | Yea | Yea | Yea | Yea |
| | 201 | 201 | 201 | 201 | 201 | 201 | 201 |
| | AS | AS | AS | AS | AS | AS | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the | | | | | | MS |
| | Clear understanding of the mission and vision of the school | | | | | | AS |
| | Adherence to board policies and procedures, including those | | | | | | MS |
| | Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in | | | | | | AS |
| | Effective and transparent management of conflicts of interest | | | | | | MS |
| | Collaboration with school leadership that is fair, timely, consistent, and | | | | | | AS |
| | Adherence to its charter agreement as it pertains to governance structure | | | | | | MS |
| | Holding of all meetings in accordance with Indiana Open Door Law | | | | | | MS |

During the 2015-2016 school year, IMSA South's board was chaired by the founding board president and comprised of directors with expertise in business, education, community outreach, and engineering. While the board utilizes Concept School financial staff and retains a lawyer, the board continues to lack a comprehensive and diverse roster and would greatly benefit from adding skillsets such as finance, law, and/or marketing to its oversight. Additionally, the board lacks diversity in race and ethnicity to adequately reflect the student population it primarily serves.

The board met every other month with the majority of directors in attendance at each meeting. While the school has a distinct mission around preparing students for college through a rigorous science, technology, engineering, and mathematics curriculum, meeting discussions seldom included deliberate reflections or questions about the implementation of this mission. Instead, discussions centered mostly around operational reports, such as finance, enrollment, staffing, and school events. Directors were engaged in meeting discussions and offered expertise and insights where relevant.

Skill Sets Represented on Board

Business



Education



Community



Engineering



The Superintendent primarily managed communications between the board, Concept Schools, and the Mayor's Office. He was routinely proactive in providing up to date and transparent information regarding school progress and concerns. Concept Schools handled the majority of governance-related responsibilities, including setting meeting agendas, providing reports, and organizing training and development. Due to concerns with the board's capacity to independently oversee the school's operations and performance, OEI issued a formal notice of deficiency to the IMSA board in the spring of 2015. As a result, the board engaged an external charter school board consultant to provide training on effective school oversight. The board worked with the consultant throughout the year to revise meeting agendas and minutes to be more strategic and to implement finance and academic committees. While the board made progress in these initial priorities, they would benefit from additional training and support around clearly delineating roles and responsibilities for board members as well as strategic governance for charter school networks.

Board Overview

Indianapolis Math and Science Academy – South holds the charter for Indiana Math and Science Academy South.

7

Members

majority

Required for Quorum

The IMSA South board holds meetings every other month.

The board delegates management of the school to Concept Schools, a Charter Management Organization that operates 30 schools across the Midwest.

In terms of compliance, the board reviewed and updated its bylaws in the middle of the year and maintained compliance with them. Meetings were held in accordance with Indiana Open Door Law and minutes were available in a reasonable amount of time.

However, for the reasons explained above, the board receives an **Approaching Standard** on this indicator for the 2015-2016 school year.

| 3.4. Does the school's board work to foster a school environment that is viable and effective? | | | | | | | |
|--|--|---|---------------|---------------|---------------|----------------|---------------|
| Indicator Targets | Does not meet standard | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | | |
| | Approaching standard | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | | |
| | Meets standard | The school complies with and presents no concerns in the sub-indicators below. | | | | | |
| | Exceeds standard | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | | |
| 3.4 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| | n/a | n/a | n/a | AS | AS | AS | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Regular communication with school leadership and/or its management company | | | | | | AS |
| | Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable) | | | | | | AS |
| | Collaboration with the school leader to establish clear objectives, priorities, and goals | | | | | | AS |
| | Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans | | | | | | AS |

During the 2015-2016 school year, the IMSA board moved from monthly meetings to an every-other-month schedule. Between meetings, there was no formal or consistent method of communication between the management organization, school, and board. The Superintendent primarily managed communications between the various parties as well as the Mayor's Office and worked to provide up to date information at relevant times throughout the year.

One of the responsibilities of Concept Schools is to provide an annual evaluation of the School Director. The Superintendent evaluated the School Director, using a national evaluation tool from Concept Schools. As part of the board's work with the external consultant, the board adopted a CMO evaluation tool that was used in 2015-2016 to evaluate Concept School's performance. However, by the close of the school year, the board had not yet implemented a formal method of evaluating its own performance. While the creation of finance and academic committees allowed the board to engage more directly in priority areas for the school, the lack of formal systems of setting goals and monitoring performance made it difficult for the board to be truly

strategic in its oversight. This was of particular concern with academics, as the school experienced a significant dip in performance during the 2014-2015 school year.

In all observed meetings and interactions, the board, school staff, and network staff all acted in a professional and respectful manner, indicating a shared commitment to the school's success. However, due to the lack of formal monitoring systems, IMSA South receives an **Approaching Standard** for school and board environment.

| 3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? | | | | | | | |
|---|---|---------------|---|---------------|---------------|----------------|---------------|
| Indicator Targets | Does not meet standard | | The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues. | | | | |
| | Approaching standard | | The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues. | | | | |
| | Meets standard | | The school complies with and presents no concerns in the sub-indicators below. | | | | |
| | Exceeds standard | | The school consistently and effectively complies with and presents no concerns in the sub-indicators below. | | | | |
| 3.5 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| | MS | MS | MS | MS | MS | MS | |
| Sub-indicator Ratings | Sub-indicators | | | | | | Rating |
| | Health and safety code requirements | | | | | | AS |
| | Facility accessibility | | | | | | MS |
| | Updated safety and emergency management plans | | | | | | MS |
| | A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community | | | | | | MS |

In 2015-16, the Marion County Public Health Department found IMSA South to be in violation of four different health codes pertaining to ventilation and resulting air quality and moisture damage. The school worked quickly to take corrective actions required by the Health Department and, as such, made necessary improvements to the facility. Aside from these violations, the facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. Due to the school's several health code violations, IMSA South receives a **Meets Standard** for this indicator for 2015-16.

| 3.6. Is the school meeting its school-specific non-academic goals? | | | | | | | |
|--|--|---------------|--|---------------|---------------|----------------|---------------|
| Indicator Targets | Does not meet standard | | The school does not meet standard on either school-specific non-academic goal. | | | | |
| | Approaching standard | | School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal. | | | | |
| | Meets standard | | School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal. | | | | |
| | Exceeds standard | | School is exceeding standard on both school-specific non-academic goals. | | | | |
| 3.6 Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| | N/A | N/A | N/A | N/A | ES | AS | |
| School-Specific Goals | Sub-indicators | | | | | | Rating |
| | At least 20% of students receive a home visit. | | | | | | MS |
| | Per student incident count is between 1.7 – 2. | | | | | | DNMS |

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, IMSA South set its first non-academic goal around staff members visiting the homes of their students. The school reported that 27.3% of students received a home visit, and therefore receives a Meets Standard on this goal.

IMSA South set its second goal around per-student incident counts. The school reported a per-student incident rate of 4.4%, and therefore receives a Does Not Meet Standard on this goal.

Overall, due to the ratings of the individual goals above, IMSA South receives an Approaching Standard on this indicator for the 2015-16 school year.